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ABSTRACT

Materials contained in this unit are designed to help the senior high school student realize the importance of planning to reach his educational and vocational goals. The eleven-hour unit is totally designed as a class activity using the "Life Careers" game. The instructional sequence is outlined in terms of goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, student prerequisites, and instructor's preparation tasks), and a detailed outline for developing the lesson. Worksheets for student use are included. (TA)

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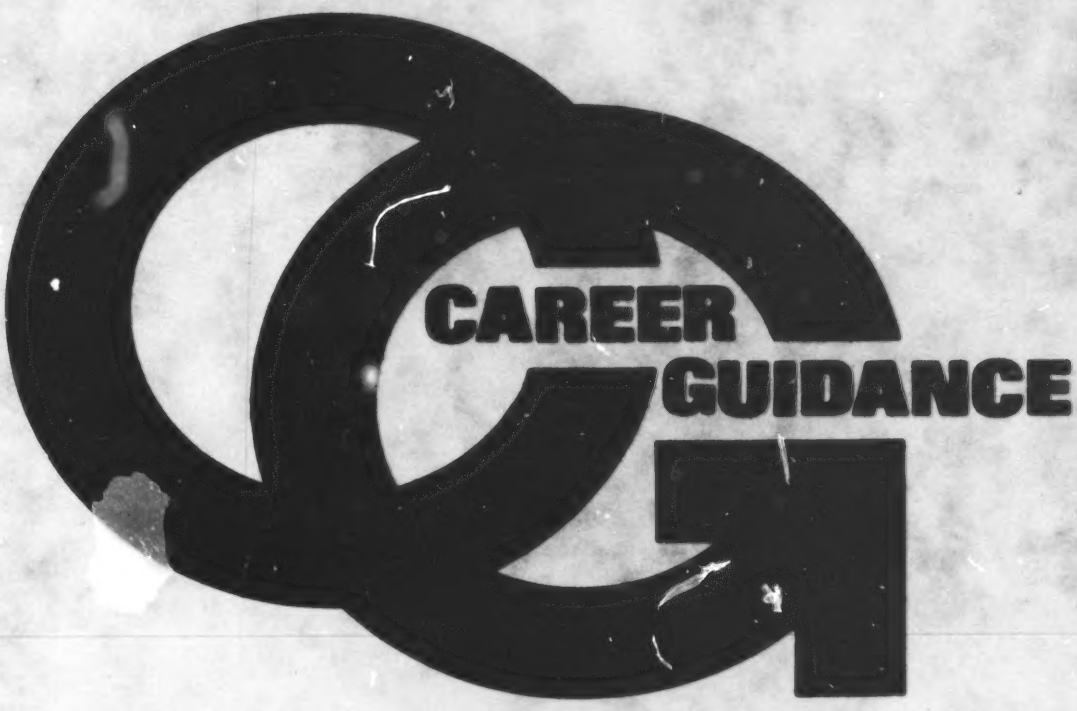

PLANNING, CHOICE— NOT CHANCE

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CE 015 566

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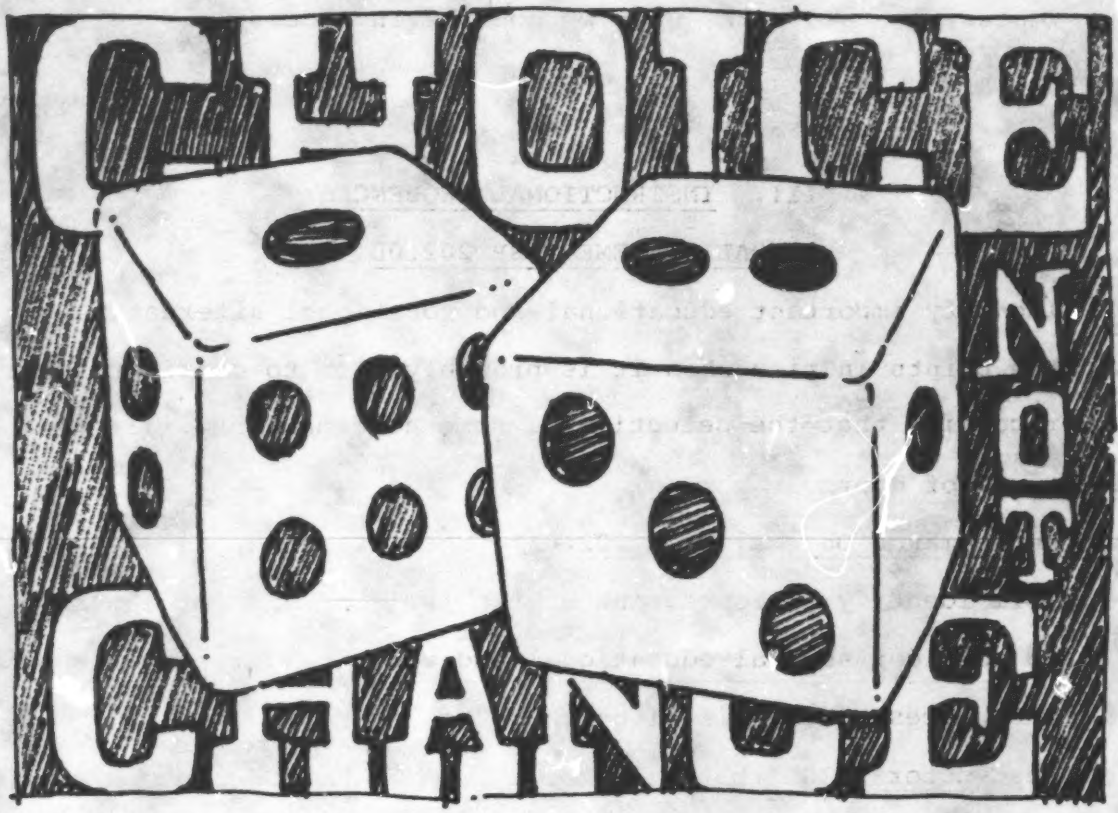
PLANNING, CHOICE— NOT CHANCE

The purpose of this unit is to help the learner identify important alternatives for planning his future, and the points in time when it is probably best to identify them.



I. UNIT RATIONALE

This unit is designed to help the learner to realize the importance of planning to reach his educational and vocational goals. Decisions must be made at the proper point in time in order to keep as many doors as possible open as long as possible.

II. INTENDED USE OF UNIT

A. Grade Placement: 10, 11, 12

B. Duration of Unit: 11 hours

C. Special Considerations: This unit has been totally designed as a class activity using the Life Career game. It would be impossible to use the unit without having access to the game.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT SR 202.00

Identify important educational and vocational alternatives and the points in time when it is probably best to consider them; and recognize that the selection of some alternatives will open a maximum of doors.

A. Performance Objective SR 202.01: When directed, the learner will identify three reasons why it is important for a person to consider several educational and vocational alternatives in the process of setting long-range goals.

Instructor's Information:

a. Estimated Lesson Time: 1 hour

b. Suggested Grouping: Medium sized class

c. Content Outline:

(1) There are no straight lines to our educational and vocational goals.

(2) Reasons why it is important to consider several educational and vocational alternatives in setting long-range goals.

(a) Previously laid plans don't always work out (circumstances change).

(b) A person can change his mind (you change).

(c) An unwise decision was made at a specific time (decision and point in time).

d. New Vocabulary:

(1) Goal: the eventual destination of where one wants to be

(2) Alternative: possible and different ways of attaining educational and vocational goals

(3) Decision: reaching a conclusion

e. Learner Prerequisite: SR 200.00

f. Instructor's Preparation Tasks:

(1) Obtain film, "Who Cops Out".

(2) Obtain game, "Life Careers".

g. Resources: See Media Resource Sheet (P.O. 202.01).

2. Developing the Lesson:

a. Introduction:

This lesson is designed to encourage students to consider why it is important to have several alternatives in setting up educational and vocational goals.

By viewing a film, students focus on the concept that by making the right decisions, they can determine their future by choice, not chance.

b. Student Tasks:

TASK 1:

The teacher will list on the board the three vocabulary words (goal, alternative, and decision) and by a very short explanation will establish with the class the context of how these words will be used in the unit.

TASK 2:

The learner will see the movie, "Who Cops Out," and will participate in a class discussion. It is suggested that the discussion should include some of the following questions:

(1) What other alternatives, other than the ones they chose, do each of the students have who were shown in the film?

(2) Were their decisions based on choice or chance?

(3) Would it be too late for them to try and change an unwise decision?

(4) Which of the students in the film had a long-range goal?

(5) Were any of these students really copping out?

It is important for the teacher to remember to accept all responses from the students. There should be no right or wrong answers, since it is hoped that each student will react quite personally to the film.

TASK 3:

After completing the discussion, the learner will list, on a sheet of paper to be kept in his folder, three reasons why he feels it is important to consider several educational and vocational

alternatives in setting long-range goals. The teacher may discuss responses if a discussion seems appropriate.

c. Summary:

This first lesson in the unit has laid the groundwork for students to direct their thinking toward considering alternative choices in reaching long-range goals. Through viewing the film and through class discussion, it is hoped that students will realize that their futures may be shaped by choice rather than chance.

d. Other Options:

If the teacher is unable to obtain the film, Who Cops Out, she may divide the class into small groups to discuss what other alternatives any or all of the following teenagers would have:

(1) A pregnant girl

(2) A boy who disliked school but stayed to play football

(3) A dropout

(4) A boy who planned on college but didn't know what vocation to choose

(5) A girl who ran away from home

e. Enrichment:

Students could bring in newspaper clippings, magazine articles, pictures, or make posters related to a bulletin board entitled "Future Goals -- Choice Not Chance."

3. Evaluation: Written into activities.

B. Performance Objective SR 202.02: When directed, the learner will identify at least one result of a decision made at a certain point in time.

Performance Objective SR 202.03: When directed, the learner will identify one educational-vocational decision which should be made by every high school student and the point in time to make that decision.

Performance Objective SR 202.04: When directed, the learner will give two examples of vocational opportunities which will be opened, and two examples of vocational opportunities which will be closed to any student as a result of considering and acting on alternatives.

1. Instructor's Information:

   a. Estimated Lesson Time: 8 hours

   b. Suggested Grouping: Small groups

   c. Content Outline:

      The three performance objectives (202.02, 202.03, 202.04) included in this activity are all decision-related. Students are made aware that all decisions have either positive or negative results. Also stressed is the concept that some points in time are more judicious for making certain kinds of decisions than others.

   d. New Vocabulary: None

   e. Learner Prerequisite: SR 202.01

   f. Instructor's Preparation Task: Obtain game, Life Careers, and become familiar with it.

   g. Resources: See Media Resource Sheet (P.O. 202.02-202.04).

2. Developing the Lesson:

a. Introduction:

The following eight days will be unique in that the students will be involved in playing the game, Life Careers. Through a non-academic activity which takes an imaginary person through eight years of his life, students will simulate making educational and vocational choices.

b. Student Tasks:

Divide the class into four to six small groups to play the game, Life Careers. For eight class periods (including today) students will be playing the game. The teacher will circulate and oversee all the groups.

c. Summary:

The game engaged each student in the room to not only make decisions but to see how those decisions affected their imaginary student identity, either to his advantage or disadvantage.

d. Other Options: None

e. Enrichment: None

3. Evaluation: Contained within the activity.

C. Performance Objective SR 202.05: When directed, the learner will trace the development of his post graduation goal and consider several educational and vocational alternatives to aid him in reaching that goal.

1. Instructor's Information:

a. Estimated Lesson Time: Two hours

b. Suggested Grouping: Individual

c. Content Outline:

After having had practice in making decisions by playing Life Careers, the student is now ready to consider what he is going to do after he graduates and the alternatives he has open to him.

d. New Vocabulary: None

e. Learner Prerequisites: SR 202.01-202.04

f. Instructor's Preparation Tasks:

(1) Prepare worksheet, "Development Of My Plans For After Graduation," for distribution to the class.

(2) Prepare worksheet, "Educational and Vocational Alternatives," for distribution to the class.

g. Resources: None

2. Developing the Lesson:

a. Introduction:

It is now time to seriously consider what you plan to do after you graduate. It is obvious from looking at real-life situations, and from participating in the game, that goals are often formed slowly through the years with people and circumstances both exerting an influence.

b. Student Tasks:

TASK 1:

To help the student understand how his post graduation goal evolved, have him complete the sheet entitled, "Development Of My Plans For What To Do After Graduation." Encourage him to be as specific as he can.

(1) What classes did he especially enjoy or what classes stirred his interests?

(2) What people (teachers, other kids, people in the community, relatives) started him to think about a possible career and why those people (What did they do)?

(3) What interests or hobbies does he really enjoy that seem as though they might be pursued further?

(4) Were there any specific happenings or events that had an impact on him? (a trip, a visit to a museum, a fair, etc.)

TASK 2:

Student will fill out the worksheet, "Educational and Vocational Alternatives." Teacher should go over this carefully with the class before students attempt to fill it out. It is the culmination of the unit and it should require deliberate, introspective appraisal on the part of the student. Make sure the student knows what is expected of him.

c. Summary:

It is hoped that an awareness of the inter-relatedness of choices, chances, time, decision, and alternatives as related to educational and vocational goals has been developed in this unit.

d. Other Options: None

e. Enrichment: None

3. Evaluation: Written into activities.

a. Worksheet, "Development Of My Plans For What To Do After Graduation."

b. Worksheet, "Educational and Vocational Alternatives."

DEVELOPMENT OF MY PLANS FOR WHAT TO DO AFTER GRADUATION

WHERE DID THEY ORIGINATE?

I. Post graduation goal:

II. Elementary School Influences

A. Classes:

B. People:

C. Interests and Hobbies:

D. Events:

III. Junior High Influences

A. Courses:

B. People:

C. Interests and Hobbies:

D. Events:

IV. Senior High Influences

A. Courses:

B. People:

C. Interests and Hobbies:

D. Events:

EDUCATIONAL AND VOCATIONAL ALTERNATIVES WORKSHEET

I. Goal: _____

_____

II. Alternate Goal: _____

_____

III. Place a check mark by the high school classes you have taken. Place a check mark under the appropriate column if the classes were related to your goal or alternate goal.

	9	10	11	12	Goal	Alternate Goal
English						
Social Studies						
Mathematics						
Science						
Physical Education						
Music - Art						
Shop - Home Ec						
Typing						
Foreign Language						
Others						
Credits Earned						
Total Credits						

IV. DECISIONS AND POINTS IN TIME WHEN THEY PROBABLY WILL BE MADE

What decisions do you need to make?		When?
1. Are there any classes you need to go back and pick up now? What are they? Consider both your goal and alternate goal.		
2. Do you need to decide what technical school or college you are going to? Will you choose more than one in case you aren't accepted in the first one? Have you checked requirements for entrance?		
3. Do you need to decide what branch of the service you wish to enter? Have you checked entrance requirements?		
4. If you are going to work after you graduate, do you know what kind of a job you want? Where will you start to look for employment? If you can't find the kind of a job you want, what other kind would you consider?		
5. If you plan to travel after graduation, do you need to decide where, when, and how? If you can't travel, what will you do?		

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa's Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short- and long-term) and to identify instructional objectives for them to achieve in the standard curriculum areas as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.

approaches, such as the ones in this guidance unit, are being developed to help students achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible, in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit # SR 202.00

Title PLANNING - CHOICE NOT CHANCE

Developers _____

P.O.#	QUANTITY	TITLE	TYPE	SOURCE	COST
202.01	1	Who Cops Out	Film #194	International Film Bureau	District Owns
202.01-4	1	Life Careers	Game	Academic Games Assoc. Western Publishing Co. Inc.	District Owns